

2009-2010 Glossary of Terms
Related to the Iowa Alternate Assessment Rating Scale Terms

Term	Operational Definitions	Instructional Description
Applies	Show connection or relationship of concept to a task or activity.	<ul style="list-style-type: none"> Requires prior knowledge. Student has had instruction/ and or access/ exposure/assessment of concept/skill and applies what they have been taught before. Student knows when to use it. Requires student to have some method of communication.
Analyze	To examine; to break down into parts and study (as in a subject).	<ul style="list-style-type: none"> Requires prior knowledge. Student has had instruction/ and or access/ exposure/assessment of concept/skill and applies what they have been taught before. Students will break down concepts into parts; compare and contrast the parts; examine and determine relationships.
Classify	To put into categories.	<ul style="list-style-type: none"> Use graphic organizers and other comprehension instructional strategies adapted to learner characteristics. Matching is not considered an appropriate activity.
Compare	To show how things are similar.	<ul style="list-style-type: none"> Look at two or more items/objects/words/concepts/and communicate similar attributes/characteristics. Be able to explain how they are similar.
Describes	To give a representation of.	<ul style="list-style-type: none"> Communicate specific information related to items/objects/words/concepts.

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Differentiates	To understand or point out the difference between two or more items-must show consistency over repeated trials.	<ul style="list-style-type: none"> • Look at two or more items/objects/words/concepts/and communicate different attributes/characteristics. • Be able to explain how they are different.
Draw Conclusions	A judgment is made after considering the entire information read or given activity.	<ul style="list-style-type: none"> • Student can use the following strategies in helping draw conclusions: <ul style="list-style-type: none"> ○ Look at clues in a story. ○ Make connection between pieces of information. ○ Think about what they know from past experiences. ○ Decide if what they know applies to the story or other activity. ○ Consider information that is not directly stated. ○ Use all of what they know to draw a conclusion.
Estimates	A guess or prediction is made to gauge correct answer.	<ul style="list-style-type: none"> • Student could answer questions such as, “How many are there?” without counting.
Explain	To make plain and comprehensible; to define; to serve as a reason or cause or justification of.	<ul style="list-style-type: none"> • Student states, tells, asks, orders, or gives reasons for, in order to inform others.
Identifies	The student recognizes, names, or picks from distracters, that are <i>not</i> logical or reasonable.	<ul style="list-style-type: none"> • Student selects the items/ objects/ words/ concepts that are different or do not belong. • Matching is not considered an appropriate activity.
Indicates	To show, point out, or mark in order to signify, imply, or exhibit.	<ul style="list-style-type: none"> • Student must show through some action or signal that they receptively understand the meaning of request/question or that they are expressively communicating a request/ask a question.

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Interpret	To know, comprehend, and understand the nature and meaning of.	<ul style="list-style-type: none"> Student can tell, re-explain, render (perform a task) and/or give an example of items/ objects/ words/concepts.
Labels	To assign a name or title to.	<ul style="list-style-type: none"> Students can label by telling, ordering, describing an object, concept, or category.
Matches	An exact duplicate	<ul style="list-style-type: none"> Student pairs two like or related items/objects/words/concepts.
Recognizes	To acknowledge, know, or identify from past experience of knowledge.	<ul style="list-style-type: none"> Student can recall the identity of (a person or thing). Requires prior knowledge. Student has had instruction/ and or access/ exposure/assessment of concept/skill and applies what they have been taught before.
Responds to	To say something in return; to show some effect in return to a force, to answer	<ul style="list-style-type: none"> Student is actively engaged within a task or activity. Student must demonstrate communication /communicative intent within instructional activity.
States Purpose	Stating the goal or reason of an activity.	<ul style="list-style-type: none"> Student answers a why or what question; tells what the intended object/concept is used for.
Selects	Chooses, picks, and indicates a preference from among possible or reasonable answers. Distracters are present; two of the distracters might be closely related.	<ul style="list-style-type: none"> Student must make a choice between two or more items/objects/words/concepts. Matching is not considered an appropriate activity.
Specify	To define and narrow down intended purpose/activity/attributes	<ul style="list-style-type: none"> Student names, states clearly, choose, or select items/objects/words related specifically to concept/activity.

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